**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_\_Grandparents Day\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME FRAME: \_\_One Week\_\_\_\_\_\_\_\_\_\_\_\_ TEACHER: \_\_\_First Grade\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion):  Through a variety of texts students will be able to understand and discuss the importance of Grandparents. They will do a character study and discuss characteristics of Grandparents. They will identify story elements for clarification and understanding of books they will read and research. Students and Grandparents will work together to learn more about their family. | |  | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  **X** Students will build strong content knowledge.  **X** Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  **X** Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  RL1.2 - Retell stories, including key details, and demonstrates understanding of their central message or lesson.  RL1.7 – Use illustrations and details in a story to describe its characters.  RI1.2 - Identify the main topic and retell key details of a text.  RI1.7 - Use the illustrations and details in a text to describe the key ideas.  RL.1.1: Ask and answer questions about key details and events in a text.  RI1.1: Ask and answer questions about key details in a text  FS1.2d – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  FS1.3a – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.  FS1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken- single syllable words. | | |  | | --- | | **Writing**  W1.2 – Write informative/explanatory texts in which they name a topic, and provide some sense of closure. | | |  | | --- | | **Speaking and Listening**  **SL1.1a** – Participate in collaborative conversations with diverse partners about *grade 1 topics* *and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | |  | | --- | | **Language**  **L1.5a** – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  **L1.5b –** Define words by category and one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  **L.1.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **L1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| What is the main role of a Grandparent? | | | All Grandparents love their grandchildren. | | |
| Why are Grandparents important?  What makes grandparents different from parents? | | | Grandparents are the center of most family units. | | |
| What are the characteristics of a Grandparent? | | | You don't have to have a biological grandparent to have influential loving grandparents. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  -Oral comprehension questions after chosen read aloud for understanding.  -Comprehension Activity: Frame a Story (Title, Setting, Characters, Main Idea) or Picture What You Read (Most important Detail or Main Idea and Write about the story)  -Character Study of Wilfrid Gordon Partridge McDonald | **Writing Tasks**  -Write an invitation to Grandparents inviting them to your class.  -Create a family tree with Grandparents. | | **Discussion Tasks**  -Why are Grandparents important?  (1.C.1 Understand the diversity of people in the local community)  -Think about Mr. George Baker and Wilfrid Gordon Partridge McDonald; are they the children's grandparents? | | **Language/Vocabulary Tasks**  -Word Study of various names for our Grandparents. Create a tally chart and discuss the most and least popular names for Grandparents.  -Read Aloud Abuela; discuss Spanish words and create a Spanish-English class dictionary. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| -Oral comprehension questions about story elements.  -Can students create tally marks? | | -Identifying family members.  -Do students interpret data correctly from class tally chart? | | -Using Frame a Story or story element /comprehension activity: can the students successfully identify title, setting, characters in a story?  -Are students able to identify and discuss character traits of Wilfrid Gordon Partridge McDonald? | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Wilfrid Gordon McDonald Partridge by Mem Fox  Shoes From Grandpa by Mem Fox  Mr. George Baker by Amy Hest  Babushka's Doll by Patricia Polacco  Zero Grandparents by Michelle Edwards  Abuela by Arthur Dorros  Grandma's House by Kirsten Hall  My Grandmother's Cookie Jar by Montzalee Miller  Knots on a Counting Rope by Bill Martin Jr. | | | | | |
| **Notes:**  Reading Rainbow: Mr. George Baker :<http://vimeo.com/6375703>  Wilfrid Gordon McDonald Partridge : [www.storylineonline.net](http://www.storylineonline.net/) | | | | | |